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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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Year 9 SyllabusTest

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Year Level Description

Overview



Rationale

Aims

Content Structure

English across Pre-primary to Year 12

Achievement Standards

Student Diversity

Ways of Teaching

Ways of Assessing


General capabilities

Cross-curriculum Priorities

Links to other learning areas



Implications for teaching, assessment and reporting

Glossary

 English P–10 Scope and Sequence for teaching in 2024 (PDF) 

 English P–10 Scope and Sequence for teaching in 2024 (DOC) 

Professional learning 

 Revisions to the WA curriculum English P–6 Phonics and word knowledge (DOC) 

 ABLEWA English Scope and Sequ

Year 9 Syllab

Year Level Descri

The English curriculum literature and literacy integrate all three s knowledge, underst and creating. Learn in earlier years, and



In Years 9 and 10, s community membe They experience lea community, vocation



Students engage w evaluate, discuss a purpose is aesthetic include various typ fiction, non-fiction, themes and issues intertextual referen contemporary med

The range of literar including the oral n Peoples, as well as classic and contem

Literary texts that s

ence 

 ABLEWA English Scope and Sequence (PDF) 

 EAL/D English Pre-primary to Year 10 

Filters



Show/Hide Curriculum

- ☒ Year level descriptors
- ☒ Content Descriptions
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Year Levels

- ☒ Select All

Strands

- ☒ Select All
- ☒ Literacy
- ☒ Literature
- ☒ Language

General Capabilities

readers are drawn into unpredictable plot sequences for various purposes. These texts have cultural significance, interpret real-world and fictional situations. These texts represent a system of credible/verifiable signs and symbols. They are more complex and varied in content, indexes and sentences with embedded vocabulary, figurative language and various types of grammar.

Students create a range of texts including narratives, analyses, transformations

Language


LANGUAGE VARIATION AND CHANGE

Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing

 Select All

 Literacy

 Numeracy

 Information and Communication Technology (ICT)
capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

[\(ACELA1550\)](#)


 Literacy

[LANGUAGE FOR INTERPERSONAL SKILLS](#)

Understand that role of language and relationships are developed and challenged through language and interpersonal skills

[\(ACELA1551\)](#)


 Literacy

 Personal and social capability

Investigate how evaluation can be expressed directly or indirectly using devices for example allusion evocative vocabulary and metaphor

[\(ACELA1552\)](#)

 Literacy

 Critical and creative thinking


TEXT STRUCTURE AND ORGANISATION

Understand that authors innovate with text structures and language for specific purpose effects ([ACELA1553](#))

 Literacy

Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to show semantic associations between ideas ([ACELA1770](#))

 Literacy

 Critical and creative thinking

Understand how punctuation is used along with layout and font variations in constructing texts for different audiences


purposes [\(ACELA15](#)

 Literacy

EXPRESSING AND DEVELOPING IDEAS

Explain how author creatively use the structures of sentence and clauses for particular effects [\(ACELA1557](#)

 Literacy

 Critical and creative thinking


Understand how concrete abstract nouns can be used to summarise preceding or subsequent stretches of text [\(ACELA1559\)](#)

 Literacy

Analyse and explain the use of symbols, icons and myth in still and moving images and these augment meaning

(ACELA1560)


 Literacy

 Critical and creative thinking

Identify how vocabulary choices contribute to specificity, abstract and stylistic effectiveness

(ACELA1561)

 Literacy

 Critical and creative thinking

Understand how speech is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech (ACELA1562)

 Literacy

Year 9 Achievement

Handwriting behaviour
the writing assessment
Handwriting Contin
monitoring of student
Handwriting Contin
of this website. Tea

Reading and View

At Standard, students understand the effect of language features work to create meaning from texts to form their own views, analyse and explain texts to an audience.

Writing and Creative Writing

Students understand the different levels of meaning. They respond to texts and demonstrate how new texts. Students create ideas from other texts and contribute to the process and punctuation.

Speaking and Listening

Students listen for a variety of language and understand how into the responses of other language features and that respond to issues make presentations comparing and evaluating

The English curriculum is built around the three interrelated strands. All programs should balance and integrate all three strands. To develop understanding and skills in listening, reading, viewing, speaking and processes developed in earlier years, and teachers work

In Years 9 and 10, students interact with peers, teachers, individuals and online/virtual environments. They experience learning in formal, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interact with literary texts in which the primary purpose is aesthetic, as well as other types of media texts, including newspapers, film and digital texts. They develop multimodal texts, with themes and issues involving levels of abstraction. Students develop a critical understanding of the contemporary world.

The range of literary texts for Pre-primary to Year 10 comprises texts from Aboriginal and Torres Strait Islander Peoples, as well as the contemporary and contemporary world literature, including texts from and about

Literary texts that support and extend students in Years 9 and 10 involve complex, challenging and unpredictable plot sequences. These texts explore themes of human experience and cultural significance, dilemmas within real-world and fictional settings and represent a synthesis of technical and abstract information (from credible sources). Text structures are more complex and include chapters, headings and sub-headings. Language features include successive complex sentences with varied vocabulary, figurative and rhetorical language, and dense information presented in visual form.

Students create a range of imaginative, informative and persuasive texts, including performances, reports, discussions, literary analyses, transformations

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